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ABSTRACT

A 10-member panel of judges selected two North Carolina community colleges with a high degree of democratic governance and two community colleges with a low degree of democratic governance. All full-time instructors at these four institutions were mailed a research instrument based on the semantic differential technique, and designed to test six needs: security, social, the esteem of others, self-esteem, autonomy, and self-actualization. One hundred eighty-eight usable responses were returned (59 percent). It was found that democratic governance has a positive, significant relationship to needs satisfaction, especially for academic instructors. Thus, if a community college assigns a high priority to faculty needs satisfaction, its management system should make provisions for involving the faculty in decision-making. In particular, community college administrators should attempt to involve academic instructors in decision-making. Efforts to satisfy the needs of technical and vocational instructors could be concentrated more on classroom-related issues and on benefits. To eliminate role strain, community colleges should try to attract instructors who are committed to the community college philosophy. Data are displayed in four tables, and the semantic differential instrument is appended. (Author/NHM)

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THE RELATIONSHIP OF DEMOCRATIC GOVERNANCE TO THE NEEDS SATISFACTION OF INSTRUCTORS IN FOUR SELECTED NORTH CAROLINA COMMUNITY COLLEGES

by

REX J. CLAY

JC 760 061

THE RELATIONSHIP OF DEMOCRATIC GOVERNANCE TO THE NEEDS SATISFACTION OF INSTRUCTORS IN FOUR SELECTED NORTH CAROLINA COMMUNITY COLLEGES

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This study examined the relationship between democratic governance and the needs satisfaction of instructors in four selected North Carolina community colleges. The semantic differential technique was used to measure needs satisfaction levels, and the democratic governance scale of the Institutional Functioning Inventory was used to measure the extent to which the institutions were democratically governed. When Pearson product-moment correlation coefficients were calculated it was found that the relationship between democratic governance and needs satisfaction was positive and significant, as predicted. However, the strengths of the relationships were weak. Additional analyses revealed that the relationships were far stronger for Academic instructors than for either Technical or Vocational instructors. It was speculated that participation is more vital to Academic instructors and thus more satisfying when it is achieved.

This study recommended a policy of democratic governance to increase, or at least not decrease, faculty needs satisfaction. Furthermore, because Academic instructors are likely to be oriented toward the four-year college, it was recommended that community colleges make special efforts to insure that the Academic instructors they hire are committed to the community college philosophy.

THE RELATIONSHIP OF DEMOCRATIC GOVERNANCE TO THE NEEDS SATISFACTION OF INSTRUCTORS IN FOUR SELECTED NORTH CAROLINA COMMUNITY COLLEGES

REX J. CLAY

Community colleges throughout the United States perform many tasks. They offer academic, technical, and vocational curriculums in addition to providing non-credit courses and other services to the community. Being very numerous and existing in both urban and rural settings community colleges thus have the potential to make a great impact on American society and to enrich the lives of countless individuals.

To a great extent the success of community colleges in fulfilling their potential depends on the morale, commitment, motivation and effort of those people who constitute their faculty. Terry O'Banion, an authority on community colleges, wrote that:

> The success or failure of the community-junior college in 1980 rests on the same base as it did in the 1970's -- the quality of the teaching staff. As early as 1931, Ellis proclaimed that the community-junior college 'has little or no excuse for existence if it does not place prime emphasis on superior teaching, superior instructors, and superior methods of instruction.[1]

Inasmuch as the success of the community college is so dependent on the performance of its faculty, it is thus crucial to determine how to summon the greatest effort from the faculty.

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[1]Terry O'Banion, Teachers for Tomorrow: Staff Defelopment in the Community-Junior College, University of Arizona Press, Tucson, 1973, p. 521.

Many organizational theorists and researchers would argue that the individual's satisfaction of his needs is the key to his contribution to the organization. Indeed, it has been demonstrated that the satisfaction of the individual's needs is significantly related to his (1) job performance;[2] identification with the organization;[3] avoidance of counterproductive adaptive behavior;[4] motivation to work;[5] and employee turnover and absences.[6]

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[2] J. W. Slocum, "Motivation in Managerial Levels: Relationship of Need Satisfaction to Job Performance," Journal of Applied Psychology, Vol. 55 (August, 1971), pp. 312-16.

[3] D. T. Hall, B. Schneider, and H. T. Nygren, "Personal Factors in Organizational Identification," Administrative Science Quarterly, Vol. 15 (June, 1970), pp. 176-190.

[4] C. Argyris, Personality and Organization: The Conflict Between System and Individual, Harper and Row, New York, 1957; C. Argyris, "Personality and Organization Theory Revisited," Administrative Science Quarterly, Vol. 17 (June, 1973), pp. 141-167.

[5] F. Herzberg, B. Mausner, and B. Snyderman, The Motivation to Work, John Wiley and Sons, Inc., New York, 1957; D. McGregor, The Human Side of Enterprise, McGraw-Hill Book Company, Inc., New York, 1960.

[6] J. V. Clark, "Motivation in Work Groups; A Tentative View, Human Organization, Vol. 19 (Winter, 1960-61), pp. 199-208.

Certainly, educators are aware of the necessity for faculty members to satisfy their needs. For example, in his research with public school teachers, Giandomenico found a .39 correlation between deficiency in needs (as identified by Maslow) and faculty militancy.[7] In addition, Null, referring to Maslow's hierarchy of needs, argued that:

> It is apparent that the general public, members of boards of education and central office administrators will have to adjust their views concerning the role of the principal. [They] . . . will have to realize more and more that the principalship exists to help teachers find satisfaction in the performance of their duties.[8]

Shared decision-making has been advanced as a means of enhancing the needs satisfaction of individuals in organizations.[9] Richardson et al. specifically focused on shared decision-making (between administrators and faculty) in the governance of the community college. They argued that such a governance strategy results in:

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[7] L. Giandomenico, "Teacher Needs, Militancy, and the Scope of Collective Bargaining," Journal of Educational Research, Vol. 66 (Feburary, 1973), pp. 257-59.

[8] E. J. Null, "The Hierarchy of Personal Needs: Its Significance to School Principals," Peabody Journal of Education, Vol. 47 (May, 1970), pp. 347-351.

[9] C. Argyris, Integrating the Individual and the Organization, John Wiley and Sons, Inc., New York, 1964; McGregor, Human Side; R. Likert, New Patterns of Management, McGraw-Hill Book Company, Inc., New York, 1961.

> the satisfaction of higher-level needs for those who participate in the decision-making process .... Genuine involvement produces identifiable results capable of providing satisfaction separate from the effects of the decisions themselves. The individual who participates feels a stronger sense of status, and the feeling of accomplishment which follows successful problem-solving.[10]

Shared decision-making in the governance of the community college is known as democratic governance. This study explored the extent to which democratic governance in four selected community colleges in North Carolina was related to the needs satisfaction of faculty members.

The need categories identified for measurement in the study were required to (1) be widely used and understood; (2) be highly influenced by the work situation; and (3) be highly potent to the individual. Six need categories based on Maslow's theory of needs apparently satisfy those criteria. Those categories are labeled security, social, other-esteem, self-esteem, autonomy, and self-actualization needs. Thus, those needs, plus the additional category of total needs, constitute the dependent variables of the study.

HYPOTHESIS

The variables investigated in this study are democratic governance (G) and needs satisfaction (N). The following hypothesis predicts the relationship between those two variables.

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[10]R. C. Richardson, Jr., C. E. Blocker, and L. W. Bender, Governance for the Two-Year College, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972, p. 99.

Hypothesis: There is a significant positive relationship between G and N for each of the seven need categories.

The hypothesis tests the theory that democratic governance is related to an increase in needs satisfaction.

METHODOLOGY

Population and Sample

All of the full-time instructors at four selected community colleges in North Carolina constituted the population and sample of the study. The four colleges were selected in the following manner. A ten-member panel of judges familiar with the North Carolina Community College System were presented a list of all the community colleges in the system. They were asked to rate, on a scale from 1 to 4, the degree to which they perceived that each college was democratically governed. From the panel's evaluation the mean score for each college was calculated. Two community colleges with high scores on democratic governance and two with low scores were selected for use in the study. In that way a strong contrast of governance styles was assured.

Instrumentation

To conduct this research it was necessary to obtain from each respondent the following information: (1) his level of needs satisfaction; (2) his perception of the extent to which his institution was democratically governed; and (3) his participation in institutional governance when given the opportunity to participate.

To measure needs satisfaction level this researcher developed an instrument based on the semantic differential technique developed by Osgood et al.[11] That technique involves exposing a statement to a number of paired polar adjectives (good--bad, beautiful--ugly, etc.). Six paired adjectives identified and tested by Osgood et al. were selected for use in this study. Those adjectives were: fragrant--foul, clean--dirty, sweet--sour, beautiful--ugly, good--bad, and honest--dishonest.

The application of the semantic differential calls for posing to the respondent a statement regarding each need in Maslow's theory (six in the case of this study) and then presenting to him one paired polar adjective for each statement. The adjectives are placed at the extreme ends of a seven-point scale with the respondent being asked to place his response on that scale. The following illustrates the procedure for security needs:

The extent to which your control over your work environment assures you of an orderly, stable, secure job that is free of threat and the occurrence of unexpected, unmanageable happenings.

good ' ' ' ' ' ' bad
1 2 3 4 5 6 7

A crucial task for each need category was to make brief, but precise and inclusive, statements that described the need

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[11] C. E. Osgood, G. J. Suci, and P. H. Tannenbaum, The Measurement of Meaning, University of Illinois Press, Urbana, 1967.

in question. The following six statements were used:

1. Security: The extent to which your control over your work environment assures you of an orderly, stable, secure job that is free from threat and the occurrence of unexpected, unmanageable happenings.

2. Social: The friendliness and helpfulness of other instructors both inside and outside of your area of speciality and the companionship and sense of belongingness that they provide you.

3. Other-esteem: The amount of esteem that you receive from others where you work.

4. Self-esteem: The contribution that your job makes to your feelings of self-esteem.

5. Autonomy: The opportunities that your job gives you for independent thought and action.

6. Self-actualization: The opportunities that your job gives you to develop your full potential and to be all that you can be.

Those six statements were then repeated with different paired polar adjectives being presented with each statement. That process was continued until each statement had been paired with all six sets of polar adjectives. The instrument generated six responses for each of the six statements, thus producing 36 items. To avoid directional bias in the responses, 25 percent of the scales, selected at random, were reversed.

The responses were easily scored. The scale ranged from 1 to 7. In instances in which the negative adjective was on the left, the numbers were scored: 1 = 1; 2 = 2; 3 = 3; 4 = 4;

5 = 5; 6 = 6; and 7 = 7. However, when the positive adjective was on the left, the numbers were scored: 1 = 7; 2 = 6; 3 = 5; 4 = 4; 5 = 3; 6 = 2; and 7 = 1. Each needs satisfaction score was calculated by summing the scores over the six items pertaining to that need. The satisfaction score for each need could range from 6 to 42. The total needs satisfaction score (obtained by summing the six needs satisfaction scores) could range from 36 to 252.

Data Collection

The research instrument (along with a cover letter and a prestamped, preaddressed return envelope) was mailed to all full-time instructors in two community colleges (one high and one low in democratic governance). Eight days after the initial mailing follow-up letters were mailed to the population requesting that those who had not done so fill out and return the research instrument. For the other two colleges the research instruments were distributed and collected by the college administration. No follow-up was necessary in those institutions. Of 315 instruments distributed, 188 usable responses were returned for a total response of 59 percent.

RESULTS

Pearson product-moment correlation coefficients were calculated to test the hypothesis. Table 1 illustrates the findings. Table 1 shows that while the relationships between G and N are weak, they are all positive and significant. Thus,

the hypothesis is fully accepted.

Table 1. Correlation coefficients and significance levels for the relationships between democratic governance and needs satisfaction.

Need	G	
	r-value	Significance level
Security	.43	.0001
Social	.25	.001
Other-esteem	.22	.003
Self-esteem	.18	.01
Autonomy	.27	.0001
Self-actualization	.27	.0002
Total	.33	.0001

Although the tests of the hypotheses produced significant relationships between G and N, the low strengths of the relationships were unexpected. Theoretical literature and previous research would lead us to expect much stronger relationships. Could the weak relationships be explained by differences between instructors by area of teaching responsibility? That is, could one of the different categories of teachers (Academic, Technical, and Vocational) be characterized by a strong realtionship between the variables in question while the other two are characterized by a weak relationship? If so, the overall strength of the relationships would be weak. To determine if, indeed, such was the case, the hypothesis was tested for each area of teaching responsibility.

In retesting the hypothesis Pearson product-moment correlation coefficients were calculated for the Academic, Technical, and Vocational areas. Table 2 illustrates the results.

The following abbreviations are used in the table: SC = security, SO = social, OE = other-esteem, SE = self esteem, AU = autonomy, SA = self-actualization, and TO = total needs.

Table 2. Comparison of the strengths of the relationships between democratic governance and needs satisfaction by area of instruction.

Need	Academic G	Technical G	Vocational G	Instructional areas combined G
SC	.60**	.42**	.18	.43**
SO	.49**	.13	.28**	.25**
OE	.34**	.22**	.07	.22**
SE	.40**	.07	.11	.18**
AU	.62**	.13	.09	.27**
SA	.56**	.15	.15	.27**
TO	.57**	.25**	.17	.33**

** Significant at .01 level

Table 2 shows that the Technical and Vocational areas registered some significant, but low-strength, relationships. However, the relationships for the Academic area were much stronger and showed strikingly more instances of significance.

DISCUSSION

In testing the hypothesis a significant positive relationship between G and N was found. Thus, the hypothesis was accepted. However, even though the relationships measured were statistically significant, the strengths of those relationships were low.

It was speculated that the weak relationships were caused by one or two of the instructional areas systematically neutralizing strong relationships existing in the third instructional area. Additional analyses supported that speculation. It was revealed that when the hypothesis was tested by area of instructional responsibility, the relationships were far stronger for instructors in the Academic area than in the other two areas.

An argument advanced by Barrett may provide the reason for the differences between the instructional areas. Barrett wrote that "the process of participating will be directly satisfying to individuals whose personal goals include exerting control or contributing to policy formulation.[11]

Very likely the personal goals of the Academic instructors include exerting control or contributing to the formulation of policy to a greater extent than do the personal goals of Technical and Vocational teachers. The differences in goal orientation probably result from differences in role perceptions. O'Banion reported research which concluded that, unlike the Technical and Vocational instructors, the Academic

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[11]T. C. Barrett, "The Relationship Between Perceived Faculty Participation in the Decision-Making Process and Job Satisfaction in the Community Colleges of North Carolina," Unpublished EdD thesis, Department of Adult and Community College Education, North Carolina State University, Raleigh, North Carolina, p. 12.

instructor's orientation is toward the four-year college.[12] Monroe pointed out that instructors with such an orientation "seek the college professor's traditional academic status and rights of participation."[13] Thus, it is likely that participation in institutional governance coincides with the Academic instructor's role perception and confirms that his status, rights, and priviliges are akin to those possessed by faculty at four-year colleges. Therefore, participation in institutional governance emerges as being more vital to the Academic instructor and thus more satisfying when it is achieved.

RECOMMENDATIONS

This study found that democratic governance has a positive, significant relationship to needs satisfaction, especially for Academic instructors. Thus, if a community college assigns a high priority to faculty needs satisfaction it seems that its management system should make provisions for involving the faculty in decision-making. In particular, it is recommended that community college administrators attempt to involve Academic instructors in decision-making. Efforts to satisfy the needs of Technical and Vocational instructors could be concentrated more on classroom-related issues and on benefits.

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[12] O'Banion, Teachers, pp. 56-57.

[13] C. R. Monroe, Profile of the Community College, Jossey-Bass, Inc., San Francisco, 1973, p. 323.

Another recommendation emerging from the study deals with implications regarding the hiring and socialization of Academic instructors. There is reason to suspect that Academic instructors are oriented toward four-year colleges and universities. If that is so, their acceptance of the community college philosophy may be questionable. Role strain is likely to emerge as the instructor perceives a discrepency between his ideal and actual roles. In attempting to reduce the role strain, the instructor has several alternatives. He may adjust his perception of the ideal role to conform more closely with the actual. However, the instructor may try to change the actual role so that it more closely resembles the ideal, leading to an overt conflict between the instructor and the system. The instructor's dissatisfaction may cause him to become apathetic and ineffective. Or,finally, the instructor may resign.

The latter three alternatives open to the instructor, i.e., conflict, apathy, and resignation, contribute to institutional inefficiency and ineffectiveness. Thus, role strain is seen as wasteful and counterproductive. To eliminate role strain it is recommended that community colleges attempt to attract instructors who are committed to the community college philosophy. Following the hiring of an instructor, the community college should attempt to socialize him into the system and to enhance his acceptance of the community college mission.

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RESEARCH QUESTIONNAIRE

This research instrument was designed to gather information about the needs satisfaction of faculty members in the North Carolina Community College System. Please respond to each item by indicating the appropriate alternative or by entering the requested information. If you have difficulty in responding to any item, give your best estimate or appraisal. It is very important that all items have a response.

- -

PART I: PERSONAL DATA

1. Sex: ___1. Male ___2. Female

2. Age on last birthday ___.

3. Marital status: ___1. Married ___2. Single

4. Highest level of education:

___1. High school
___2. Postsecondary certificate or diploma
___3. Associate degree
___4. Bachelor's degree
___5. Bachelor's degree plus hours
___6. Master's degree
___7. Master's degree plus hours
___8. Education Specialist degree
___9. Doctoral degree
__10. Other (specify)_____

5. Formal preparation for teaching is a part of your academic background? ___1. Yes ___2. No

6. Major area of current instructional responsibility (check one): ___1. College-transfer
___2. Technical
___3. Vocational

7. Total years of teaching experience in any educational institution ___.

8. Years of service at present institution ___.

9. Primary nature of work experience prior to present position: ___1. Education (public or private at all levels)
___2. Noneducation

PART II: SEMANTIC DIFFERENTIAL

INSTRUCTIONS: The purpose of this study is to measure the meaning of certain aspects of your job by having you judge them against a series of paired descriptive adjectives. In rating the accompanying statements, please make your judgements on the basis of what these statements mean to YOU. To the left of each scale you will find a different statement to be judged; i.e., each statement has a 7-point scale accompanying it. You are to rate each statement on each scale, in order. Your responses will remain confidential.

Here is how you are to use the scales.

EXAMPLE:

STATEMENT	SCALE
CONTENTMENT with your job.	pleasant_:_:_:_:_:_:unpleasant

If you feel that the statement is very closely related to one or the other end of the scale, please place your marks as follows:

pleasantX:_:_:_:_:_:_:unpleasant
pleasant_:_:_:_:_:_:X:unpleasant

If you feel that the statement is quite closely related to one or the other end of the scale, please place your marks as follows:

pleasant_:X:_:_:_:_:_:unpleasant
pleasant_:_:_:_:_:X:_:unpleasant

If the statement seems only slightly related to one side as opposed to the other (but is not really neutral), then you should check as follows:

pleasant_:_:X:_:_:_:_:unpleasant
pleasant_:_:_:_:X:_:_:unpleasant

The direction toward which you check, of course, depends upon which of the two ends of the scale seems most characteristic of the statement.

If you consider the statement to be neutral on the scale, both sides of the scale equally associated with the statement, then you would place your check mark in the middle space.

pleasant_:_:_:X:_:_:_:unpleasant

IMPORTANT: PLEASE RECORD ONE CHECK MARK FOR EACH SCALE, and place your check mark in the middle of the space provided.

this	not this
__:__X__:__:__	__:__X__:__:

Sometimes you may feel as though you have had the same item before on the form. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier. Make each item a separate and independent judgment. Although some of the descriptions may seem highly irrelevant, they actually are very significant. Work at fairly high speed. It is your first impression, your immediate "feeling" about the item, that we want. Please give the best judgment that you can. PLEASE COMPLETE ALL ITEMS.

STATEMENT	SCALE
1. The extent to which your control over your work environment assures you of an orderly, stable, secure job that is free from threat and the occurrence of unexpected unmanageable happenings.	fragrant_:_:_:_:_:_:foul
2. The friendliness and helpfulness of other instructors, both inside and outside your area of speciality, and the companionship and sense of belongingness that they provide you.	clean_:_:_:_:_:_:dirty
3. The amount of esteem that you receive from others where you work.	sour_:_:_:_:_:_:sweet
4. The contribution that your job makes to your feeling of self-esteem.	beautiful_:_:_:_:_:_:ugly
5. The opportunities that your job gives you for independent thought and action.	good_:_:_:_:_:_:bad
6. The opportunities that your job gives you to develop your full potential and to be all that you can be.	honest_:_:_:_:_:_:dishonest
7. The extent to which your control over your work environment assures you of an orderly, stable, secure job that is free from threat and the occurrence of unexpected, unmanageable happenings.	dirty_:_:_:_:_:_:clean

8. The friendliness and helpfulness of other instructors, both inside and outside your area of speciality, and the companionship and sense of belongingness that they provide you. sweet_:_:_:_:_:_:sour

9. The amount of esteem that you receive from others where you work. beautiful_:_:_:_:_:_:ugly

10. The contribution that your job makes to your feeling of self-esteem. bad_:_:_:_:_:_:good

11. The opportunities that your job gives you for independent thought and action. honest_:_:_:_:_:_:dishonest

12. The opportunities that your job gives you to develop your full potential and to be all that you can be. fragrant_:_:_:_:_:_:foul

13. The extent to which your control over your work environment assures you of an orderly, stable, secure job that is free from threat and the occurrence of unexpected, unmanageable happenings. sweet_:_:_:_:_:_:sour

14. The friendliness and helpfulness of other instructors, both inside and outside your area of speciality, and the companionship and sense of belongingness that they provide you. beautiful_:_:_:_:_:_:ugly

15. The amount of esteem that you receive from others where you work. good_:_:_:_:_:_:bad

16. The contribution that your job makes to your feeling of self-esteem. honest_:_:_:_:_:_:dishonest

17. The opportunities that your job gives you for independent thought and action. foul_:_:_:_:_:_:fragrant

18. The opportunities that your job gives you to develop your fuil potential and to be all that you can be. clean_:_:_:_:_:_:dirty

19. The extent to which your control over your work environment assures you of an orderly, stable, secure job that is free from threat and the occurrence of unexpected, unmanageable happenings. ugly_:_:_:_:_:_:beautiful

20. The friendliness and helpfulness of other instructors, both inside and outside your area of speciality, and the companionship and sense of belongingness that they provide you. good_:_:_:_:_:_:bad

21. The amount of esteem that you receive from others where you work. honest_:_:_:_:_:_:dishonest

22. The contribution that your job makes to your feeling of self-esteem. fragrant_:_:_:_:_:_:foul

23. The opportunities that your job gives you for independent thought and action. dirty_:_:_:_:_:_:clean

24. The opportunities that your job gives you to develop your full potential and to be all that you can be. sweet_:_:_:_:_:_:sour

25. The extent to which your control over your work environment assures you of an orderly, stable, secure job that is free from threat and the occurrence of unexpected, unmanageable happenings. bad_:_:_:_:_:_:good

26. The friendliness and helpfulness of other instructors, both inside and outside your area of speciality, and the companionship and sense of belongingness that they provide you. honest_:_:_:_:_:_:dishonest

27. The amount of esteem that you receive from others where you work. fragrant_:_:_:_:_:_:foul

28. The contribution that your job makes to your feeling of self-esteem. clean_:_:_:_:_:_:dirty

29. The opportunities that your job gives you for independent thought and action. sour_:_:_:_:_:_:sweet

30. The opportunities that your job gives you to develop your full potential and to be all that you can be. beautiful_:_:_:_:_:_:ugly

31. The extent to which your control over your work environment assures you of an orderly, stable, secure job that is free from threat and the occurrence of unexpected, unmanageable happenings. honest_:_:_:_:_:_:dishonest

32. The friendliness and helpfulness of other instructors, both inside and outside your area of speciality, and the companionship and sense of belongingness that they provide you. fragrant_:_:_:_:_:_:foul

33. The amount of esteem that you receive from others where you work. dirty_:_:_:_:_:_:clean

34. The contribution that your job makes to your feeling of self-esteem. sweet_:_:_:_:_:_:sour

35. The opportunities that your job gives you for independent thought and action.

beautiful_:_:_:_:_:_ugly

36. The opportunities that your job gives you to develop your full potential and to be all that you can be.

good_:_:_:_:_:_bad